

Affordances of technology enhanced interactive classrooms: From the perspective of a learner

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Educational researchers have found Wenger's community of practice (CoP) theoretical framework (Wenger, 1998) to be very relevant to student learning in higher education. According to this framework, learning is a community activity that takes place in the convergence of two processes: participation and reification. Participation involves acting and interacting, and reification involves putting things in writing. Participation and reification are complementary processes in that each has the capacity to make up for the limitations of the other. For instance, when an idea or topic is not clear to a student, his/her peers who have a better grasp of it may become a source for this student's understanding through discussion, a form of participation. In the same way, giving shape to an idea through writing may enhance one's meaning making in ways that could not be achieved only by discussing it with other people. Wenger, White, and Smith (2009) note that learning in a CoP "requires both participation and reification to be present and in interplay" (p. 57). This idea of learning as arising out of an interplay of participation and reification provides a useful framework for the discussion of how technology enhanced interactive classrooms mediate student learning. Using a case study approach, this presentation will document how participation and reification opportunities provided in a technology enhanced interactive classroom served a student's learning needs in a complimentary way.